



## RESUMEN

Este trabajo de investigación trata sobre el desarrollo de la habilidad del habla de los estudiantes de siete-ocho años en la Escuela CEBCI mediante técnicas interactivas. Esta investigación se basa en la teoría de Piaget sobre el constructivismo, que establece que los seres humanos aprenden mejor cuando el proceso de enseñanza-aprendizaje se lleva a cabo de forma interactiva. En pocas palabras, los niños aprenden la lengua extranjera sin darse cuenta de que se les está enseñando inglés.

**Key Words:** Teaching-learning process, Interactive activities, Speaking skill, Constructivism, Actively.



## CONTENTS

INTRODUCTION.....	6
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### CHAPTER I

1.- Interactive activities and constructivism for the English teaching –learning process. ....	7
1.1 The teaching of English and Constructivism.....	7
1.2 Language skills.....	8
1.3Constructivism.....	10
1.4 Interactive activities and the teaching-learning process.....	18
1.5 Teaching-learning English interactively.....	19

### CHAPTER II

2. Methodological strategies, Educational resources and Interactive material.....	33
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### CHAPTER III

3. Elaboration and Application of interactive material to develop speaking skill for a constructivist teaching-learning process.....	33
3.1 DEVELOPING LESSON PLAN ONE.....	33



3.2 DEVELOPING LESSON PLAN TWO.....	37
3.3 DEVELOPING LESSON PLAN THREE.....	40
3.4 DEVOLPING LESSON PLAN FOUR.....	44
3.5 DEVELOPING LESSON PLAN FIVE.....	48
CONCLUSIONS AND RECOMMENDATIONS.....	51
APPENDIX.....	53
CEBCI SCHOOL LESSON PLANS.....	54
APPLICATION OF SOME INTERACTIVE ACTIVITIES (PHOTOS) .....	57
BIBLIOGRAPHY.....	67



## ABSTRACT

This research paper deals with developing speaking skill of learners from seven to eight years old at CEBCI School by using interactive techniques. This investigation is based on Piaget's theory of constructivism, which states that human being learn better when the teaching-learning process is carried out interactively. In a few words, children learn the foreign language without even realizing that they are being taught English.



## **UNIVERSITY OF CUENCA**

### **SCHOOL OF PHILOSOPHY**

#### **GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE**

#### **TOPIC:**

“HOW TO DEVELOP SPEAKING SKILL IN CHILDREN FROM SEVEN  
TO EIGHT YEARS OLD AT CEBCI SCHOOL THROUGH  
INTERACTIVE ACTIVITIES”

#### **PREGRADUATE MONOGRAPH**

Prior to obtaining the degree of

#### **BACHELOR IN ENGLISH LANGUAGE AND LITERATURE**

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2010



## INTRODUCTION

Including *Interactive Activities* in class is very important, especially when we work with children because they are active people. The teaching-learning process should be fun, so children will be motivated and they will want to learn this foreign language. Our investigation is focused on developing speaking skills through interactive activities for children from seven to eight years.

This investigation is based on Jean Piaget's theory; he says that constructivism is the basic of the teaching-learning process. He thinks that children construct their own teaching-learning process actively through physical and mental activities. Furthermore, he thinks that the cognitive development in children is constructed progressively. Piaget states that experience is the first factor that explains how children acquire knowledge and how they became critical. This investigation focused on interactive activities as a tool to help children learn by playing games. We hope that this material can be used for future teachers.

Summarizing, this investigation stresses the fact that learning English can be both an interesting and a rewarding activity for children.



## **CHAPTER I**

### **1. - INTERACTIVE ACTIVITIES AND CONSTRUCTIVISM FOR ENGLISH TEACHING-LEARNING PROCESS**

#### **1.1 THE TEACHING OF ENGLISH AND CONSTRUCTIVISM**

English as a foreign language is very important nowadays, because this language is considered the universal language. English language is involved in a teaching-learning process after normal classes. Thus, some people study this language for various reasons. One reason is that some people want to travel to other country and survive in this country speaking English. Another reason is that to speak another language sounds interesting to some people. And the last reason is that some people just want to travel to another country such as England or the United States, in order to know about people, customs and culture and to improve pronunciation of the English language.

Nevertheless, we consider that the age of eight years old is optimum for learning another language. Children can learn a second language in an active and natural way, as their minds are still free from a lot of notions and ready to store up new information. From the age of eight, a child is even able to learn more than one foreign language very well and as an adult he will speak all of them in the same way, as if he all were his mother tongue. This is the main advantage of learning a



foreign language from childhood. It is certain that children will have to make less effort than an adult to learn English.

## 1.2 LANGUAGE SKILLS

There are two important skills that children can develop during the English teaching-learning process. One of these is **THE SPEAKING SKILL** which is the oral production skill. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Moreover, children need to learn to adapt their speech to the listeners; by using a range of ways to express themselves; by using speech to clarify their ideas and sustain their speech in order to develop thinking and reasoning. Speaking should include putting thoughts into words and sharing them in groups; taking opportunities to speak and to explain ideas in different situations; giving a conversation or presentation using gestures, aids and symbolic devices.

It is essential that children are provided with planned opportunities for speaking in a range of contexts including: different audiences, such as the class, the teacher and other adults; at different levels of formality such as with peers, to another class, a whole-school assembly; and for different purposes, such as recounting events and telling stories, explaining, describing, justifying views and persuading others. Furthermore, children need to be taught how to make more extended contributions, such as expanding ideas using connectors; making





connections between reasoning and predicting; using language to organize and sequence ideas.

And another important skill is **THE LISTENING SKILL** which provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. As teachers, we should encourage active and responsive listening skills. To facilitate this, teachers should present material clearly with prompts to support listening – use of voice; emphasis on key words and sometimes speaking quietly. Teachers are the best models of language in use and should model gesture, volume and tone. When we model speaking and listening we should demonstrate and discuss the process. To do this effectively model and encourage the children to make eye contact with the listener; speak clearly and audibly; use facial expressions and gestures; use precise words to convey meaning and hold the attention of the audience and respond to others' contributions by adding to or elaborating on them or by expressing an alternative point of view. Children need to be provided with models of appropriate use of English across the whole curriculum.

In other words, speaking and listening are closely related because one depends in the other at the same time, so the teaching-learning process will be completed.

### **1.3 CONSTRUCTIVISM**

Hence, in our investigation we are going to focus on “constructivism” which means a person constructs his or her own knowledge day by day. This



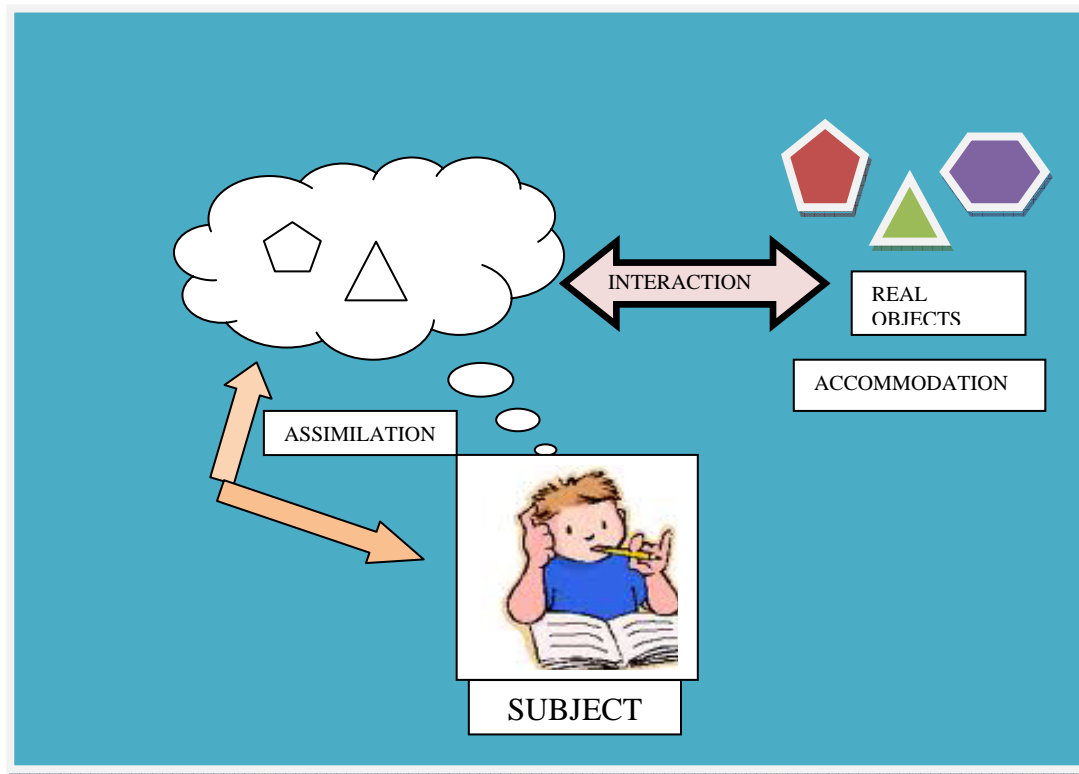
construction is developed with previous knowledge which a person already has; this process is performed through a mental process which leads to acquiring new knowledge. The child not only acquires new knowledge, but he/she also has the opportunity to construct this knowledge to apply in a real-life situation.

According to **Jean Piaget**, constructivism is the base of teaching-learning process. Constructivism means children construct their own teaching-learning process actively through physical and mental activities. Piaget's suggestion is very important in the teaching-learning process because he considers that the cognitive development in children is constructed progressively. Piaget thinks that there are two steps of teaching-learning process, the first one refers to acquiring knowledge but not constructing new structures, and the second one refers to acquiring new structures through the equilibration process. Piaget says the experience is the first factor that explains how children acquire knowledge and how they are able to be critical. Piaget supports his theory with four main ideas:

### ☀ INTELLIGENCE OPERATION

He considers two main functions of intelligence: **assimilation and accommodation**

### GRAPHIC OF ASSIMILATION AND ACCOMMODATION



➤ **Assimilation:**

It means that child incorporates new knowledge from the environment into his or her own experience, and he/she adapts the environment to himself or herself and uses it according to what he or she understands.

➤ **Accommodation**

It means that child changes existing schemas in order to solve a new situation, that he/she can adapt the new knowledge internally.

➤ **Equilibration**

**Assimilation** and **Accommodation** are the base of child cognitive development, the balance between them is called **Equilibration**. It means that the child understands and solves problems adjusting them to his or her needs. A child starts to construct and to organize the acquired knowledge, so he or she has assimilated and accommodated the new knowledge into his own knowledge.

The idea of assimilation is key, as new information comes to a person it is “assimilated” in terms of prior knowledge that the student possesses. Many times you need the accommodation of learning, so there must be a transformation of thought patterns in the light of new circumstances. For example: when a teacher teaches new vocabulary about animals, he/she presents flash cards and shows the children a flash card of a “squirrel”, so children relate it with a “cat” this is called **assimilation process**, for the children associate this new word with the word that they knew. Then teacher says that it is not a cat, but it is a squirrel, so the children incorporate the new word to the previous knowledge, all of this is called **accommodation process**.

#### **EXAMPLE OF ASSIMILATION AND ACCOMMODATION PROCESS**



}



ASSIMILATION

This is a  
squirrel.



ACCOMMODATION

### ✶ THE CONCEPT OF THE SCHEME

Piaget relates patterns with the type of cognitive organization; Piaget says a scheme is a particular mindset that can be transferred and generalized. One scheme is the permanent object, which allows the child to recognize objects that are not present. Another of the schemes is the class of objects, when the child groups them by classes and relationships.

### ✶ THE EQUILIBRATION PROCESS




According to Piaget, the equilibration process between assimilation and accommodation is developed on three levels:

- The equilibration is established between a child's schemes and external events.
- The equilibration is between the child's own schemes.
- The equilibration results in distinct hierarchical integration schemes.






### 🌟 THE STAGES OF COGNITIVE DEVELOPMENT

The Piaget's theory reveals the stages of cognitive development from childhood to adolescence which is very important to know for the teaching-learning process.

**GRAPHIC OF STAGE OF COGNITIVE DEVELOPMENT<sup>1</sup>**

STAGE	AGE	
<b>Sensorimotor Stage</b>		
a) Congenital reflex mechanisms	0-1 MONTH	
b) Primary circular reactions	1-4 MONTHS	
c) Secondary circular	4-8 MONTHS	

<sup>1</sup> Cognitive Developmental theory Report on Jean Piaget. 2008.16 May.2010  
<<http://themartinessays.blogspot.com>>

d) reactions		
e) Previous Coordination Behavior patterns.	8-12 MONTHS	
f) New experimental discoveries	12-18 MONTHS	
g) New mental representations	12-24 MONTHS	
<b>Stage of new mental representations</b>		
a) Preconceptual stage	2-4 YEARS	
a) Intuitive stage	4-7 YEARS	
Stage of concrete operations	7-11 YEARS	
Formal operational stage	11 YEARS	

## CONCRETE OPERATIONAL STAGE (7-11 YEARS OLD)



Our investigation deals with children from seven to eight years old. According to Piaget the children from this age are able to perform multiple classification tasks, organize objects in a logical sequence, and comprehend the principle of conservation. They are also less egocentric. The child is capable of concrete problem-solving.

Another important point to mention is **Motivation**, which is the key to teaching children effectively. Motivation stimulates children's English teaching-learning process. Also, it persuades students to go from practice to action. Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge. Hence, making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in a positive atmosphere where academic success and the motivation to learn are expected and rewarded. Besides, we can say that motivation establishes the manner of the students thinking which goes towards the resultant English teaching-learning process.

Motivational organization in the classroom can be the manner of presenting and distributing a task, the way of organizing an activity, the management of the messages which are given from the teacher to the students, and the way which the teacher approaches to the tasks and values the results.





In addition, the motivation comes from the pleasure the students gets from the task itself or from the sense of satisfaction or value of their performance, all of this is called **intrinsic motivation** which refers to motivation that comes from inside an individual rather than from any external or outside rewards. For example: an intrinsically motivated child will work dramatizing a tale by using puppets, because it is enjoyable. Or an intrinsically motivated child will work to solve a puzzle, because the challenge of solving a puzzle provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Intrinsic motivation does not mean, however, that a person will not look for rewards. It just means that such external rewards are not needed to keep a person motivated.

On the other hand, **extrinsic motivation** refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. Particularly, an extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as trivial as a smiley face to something major like fame or fortune. For example, an extrinsically motivated child who dislikes English may work hard dramatizing a tale with puppets, for the only reason that there is a reward for completing it. It means that an extrinsically motivated student, who may dislike an assignment, may find it



boring, or may have no interest in the subject, but there is the possibility of a good grade will be motivated enough to put forth the effort to do well on a task. Finally, extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task.

#### **1.4 INTERACTIVE ACTIVITIES AND THE TEACHING LEARNING PROCESS.**

Interactive activities are helpful tools for students. The aim of interactive activities is to encourage purposeful and meaningful interaction between students and technology.

Moreover, interactive activities are powerful environments for the English teaching-learning process. Students learn new skills, knowledge, insights, attitude, or even behaviors because interactive activities challenge children to begin to think, to explore, and to respond. Students learn by doing in an interactive setting that responds to every move, decision or input they make. They have the opportunities to experiment, fail and try again until they succeed. In addition, interactive activities can motivate people to learn English, including those who at first, are not particularly interested in the subject matter. The incentive to try and to answer the questions very well is an extrinsic, external motivation for the English teaching-learning process. However, we can introduce students to English teaching-learning activities, which can then stimulate an intrinsic, internalized interest in the subject matter itself. Students typically enjoy interactive English



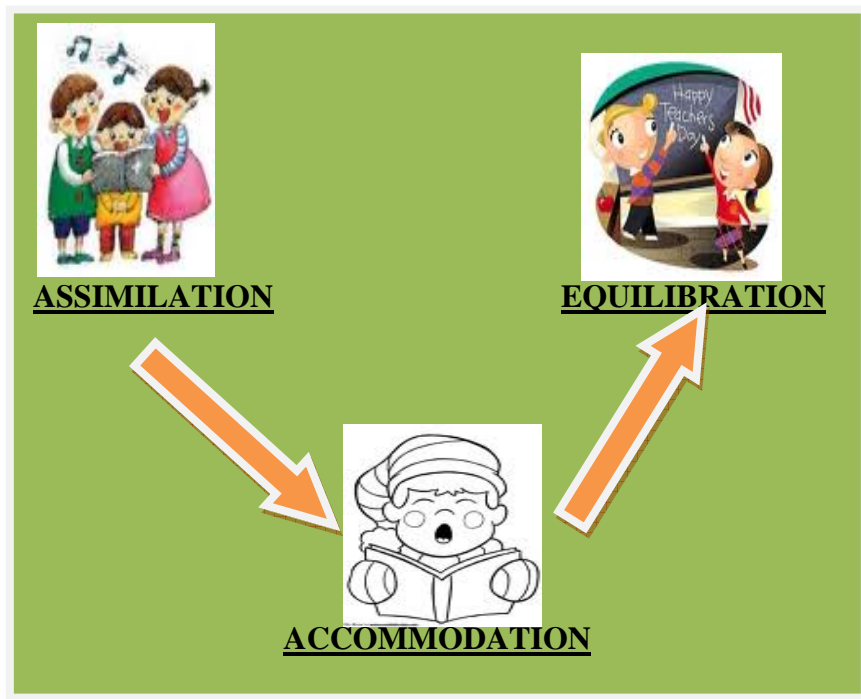
activities, experiential learning that gives them a great deal of control, involves them in an active decision making, and provides continuous feedback that lets them know how well they are doing. Furthermore, English interactive activities challenge students to apply a wide variety of skills. Finally, interactive activities are dynamic teaching-learning environments that can motivate the students to achieve, and can instill confidence, stimulate thinking and problem solving, and successfully support the development of new knowledge, skills, and behaviors.

### 1.5 TEACHING –LEARNING ENGLISH INTERACTIVELY

Spanish-speaking children benefit from interactive activities to learn English. They can use interactive activities to play with the English language. These activities let them learn by doing and creating and constructing their own knowledge according to Jean Piaget. For example, in one activity children have to sit in a circle. You roll a ball to one of the children and say the word "cat", the child learns to pronounce "cat" and at the same time he or she must say a word that rhymes with "cat". With this interactive activity he or she increases his or her vocabulary. In this example, we can explain Piaget's theory because the child has already incorporated the word "cat" (**assimilation**), when the child begins to think of other words related to with "cat", he/she accommodates new knowledge by increasing more vocabulary to his/her previous knowledge (**accommodation**), and when the child has already internalized the new words, he will be able to use these words in different contexts (**equilibration**). Another interactive activity could be songs; for example "If You Happy" and "The Hokey Pokey" songs. This interactive

activity helps children pronounce words correctly, so they learn actively. Children add this activity to previous knowledge and relate these new songs with words that they know (**assimilation**), and they internalize the new song words (**accommodation**), so they can use these words in a real situation (**equilibration**).

### GRAPHIC OF ASSIMILATION, ACCOMMODATION AND EQUILIBRATION PROCESS



To sum up, according to Piaget, previous knowledge is organized schemes that allow a child to incorporate new knowledge, so the child organizes his/her thinking first and later he adapts it to the new requirements of the environment. Piaget says that children need to interact with the means of acquiring intellectual skills



## CHAPTER II

### 2. - METHODOLOGICAL STRATEGIES, EDUCATIONAL RESOURCES AND INTERACTIVE MATERIAL.

The first part of this chapter refers to methodological strategies and educational resources that are applied in fourth grade of CEBCI School by teachers teach English as a second language, the second part develops methodological strategies for developing speaking skills through interactive activities.

We are using “Star Players” book, which has eight units. In this investigation we are going to work with unit 2 called “Amazing Animals”, but we are going to focus on five lesson plans because this unit is very extensive. This didactic unit plan consists of the following components:

- ❖ **CONTENTS:** It has three main parts: knowledge, procedural, and attitudinal.
  - **KNOWLEDGE:** It refers to the grammatical contents of the book.
  - **PROCEDURAL:** It deals with the methodology that the teacher uses to teach different topics of the unit.
  - **ATTITUDINAL:** It is about the values which students develop during the unit.
- ❖ **ACHIEVEMENTS:** This component is very important, for the teacher to know how much students have managed after teaching the unit.



❖ **METHODOLOGICAL STRATEGIES:** It refers to different strategies that the teacher uses to teach the topics of the unit. Also, this lesson plan is based on “the cycle of Learning”, which consists of four elements: Experience, Thinking, Conceptualization, and Application.

- **EXPERIENCE:** It means students previous knowledge.
- **THINKING:** Students think about new knowledge.
- **CONCEPTUALIZATION:** It is about teacher’s explanation of grammar.
- **APPLICATION:** Students use the new knowledge which has been learned in class.

According to Piaget’s theory, it is essential to apply the assimilation, accommodation, and equilibration process in the teaching-learning process in order to acquire English as a second language.

❖ **INSTANCES:** These are different resources that teacher uses in class in order to teach in a better way. Examples: flash cards, cardboard, markers, real objects, etc.

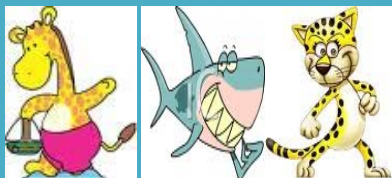
❖ **EVALUATION:** It is about children showing they have learned in this unit by doing different activities or exercises that teacher proposes.

The next graphic shows the contents of the unit N° 2 “AMAZING ANIMALS”.

## DIDACTIC UNIT PLAN Nº 2 AMAZING ANIMALS



### LESSON PLAN Nº 1 VOCABULARY



Giraffe Shark Cheetah

### LESSON PLAN Nº 2 SIMPLE PRESENT AND PRESENT CONTINUOUS



A chimpanzee eats fruit for breakfast.  
Now, he is eating a banana.

### LESSON PLAN Nº 3 ADJECTIVES



The elephant is heavy.

### LESSON PLAN Nº 4 COMPARATIVES



The elephant is heavier than the lion.

### LESSON PLAN Nº 5 SUPERLATIVES



The elephant is the heaviest



Next, we are going to analyze this didactic unit plan because we have found some strengths and weakness. This information is going to help us to improve the teaching-learning process, in order for students to develop the speaking skill.

◆ **STRENGTHS:**

1. The didactic unit is developed through *planning competences* which is used so students apply their learned knowledge in a real situation.
2. Students develop the *Writing and Reading skills*,
3. Students learn *values* in order to have a better teaching-learning process.

**WEAKNESS:**

1. The didactic unit plan presents a lot of **grammatical structures** in the same unit.
2. The didactic unit plan doesn't have enough **interactive speaking activities**, because it is focused on the other skills.
3. Students have to complete the task suggested by the book and the practice book, so students get bored, as does the teacher.

Now we present this didactic unit plan to include interactive speaking activities which let children develop the speaking skill and so they will participate in the teaching-learning process actively.





**COMUNIDAD EDUCATIVA BILINGUE CRISTIANA ISRAEL**  
**PRIMARY SECTION**  
**DIDACTIC UNIT PLAN**

**1.-INFORMATIVE DATA**

SCHOOL YEAR: 2009-2010  
AREA: FOREIGN LANGUAGE  
SUBJECT: ENGLISH  
TEACHER: ANGELICA GUAMAN  
GRADE: FOURTH

UNIT 2  
TITLE: AMAZING ANIMALS  
DATE: FROM JANUARY 4, 2010  
DATE: TO JANUARY 29, 2010.  
HOURS: 10.

**2. - INTEGRATOR HUB:** WELCOME TO THE NEW YEAR JOY, PURPOSE AND DREAMS.

CROSS CHAFT: LEARNING TO BE A GOOD LEADER

**3.- COMPETENCE:** USE THE SIMPLE PRESENT TO TALK ABOUT ANIMALS

CONTENTS KNOWLEDGE:	ACHIEVEMENTS	METHODOLOGICAL STRATEGIES CYCLE OF LEARNING: EXPERIENCE:	INSTANCE	EVALUATION
Simple Present Present Continuous Comparative and Superlative Can/Can't Imperatives Prepositions	Recognize the importance of using simple present and talking about animals. Use present continuous to talk about animal activities and their habits. Differentiate the use of can/can't in order to talk about animal activities. Give and receive orders to follow. Understand and use prepositions of place.	- Show children a big poster to present new vocabulary related to animals. -Play a game "Battle Ships". .Point to the animals according to the teacher's instructions. – -Sing a song "Rain everywhere" -Brainstorming about the poster and the animals that they can see. -Talk about animals and the different places they are.	Posters Cards Magazines Student book Practice book CD CD Player notebook glue cardboard colored pencils markers scissors ruler cut outs real object Sheets Ball	Rate animals as useful agents in our world. Use simple present in oral and written form to make sentences about animals. Use can/can't to make sentences about animals. Understand and follow instructions and commands. Use prepositions of place in simple sentences correctly
PROCEDURAL:	Use vocabulary about animal's activities and habitats. Make simple sentences using can/can't to talk	THINKING:	-Make a picture dictionary about	



<p>Comparison of two or more animals. Questions and answers using correct structures. Invitation. Using of precautions.</p>	<p>about animal activities. Use correct structures and make simple sentences in oral and written form. Invite.</p>	<p>different animals. -Describe animals and compare those using flash cards. -Play a game "colored balloons". -Make different animal masks and make comparisons between animals. -Ask children to draw their favorite animal and present in front of the class. -Play a game: "Simon's says" with prepositions <b>CONCEPTUALIZATION:</b> -Questions and answers using simple present and comparatives. -Play a game "Pass the ball". -Draw pictures about precautions and show in class. Unscrambled letters with sentences.</p>	<p>Teddy bears</p>	<p>Describe animal habitats. Compare and contrast animal and habits. Compare two or more animals using adjectives. Use correct structures to make simple sentences. Questions and answers using correct grammar. Use and understand danger signals</p>
<p><b>ATTITUDINAL:</b> Valuing a person for his/her abilities to lead.</p>	<p>Respect different opinions about leading a situation where he/she is the leader.</p>	<p>- Play a game "Telephone" - Give students some pieces of paper with different words and encourage students to make sentences orally. <b>APPLICATION:</b> Make a collage about animals and their habits and present in class. Play a game "Who wants to be a millionaire" Complete the exercises suggested by the book and practice book. Present a project about animals.</p>		<p>Respect different ideas. Respect time to intervene in the classroom. Appreciate the effort of the others.</p>



Next, we are going to show five lesson plans including interactive activities in which children will learn about “Amazing Animals”. This unit is introduced in the “Star Players” book for fourth grade.

COMUNIDAD EDUCATIVA BILINGÜE CRISTIANA ISRAEL PRIMARY SECTION LESSON PLAN N° 1				
<b>1.- INFORMATIVE DATA:</b> <b>AREA:</b> FOREIGN LANGUAGE <b>SUBJECT:</b> ENGLISH <b>TEACHER:</b> ANGELICA GUAMAN-SANDRA BACUILIMA <b>GRADE:</b> FOURTH				
<b>TITLE:</b> AMAZING ANIMALS <b>DURATION TIME:</b> TWO HOURS				
2.-OBJECTIVE: STUDENTS WILL BE ABLE TO RECOGNIZE VOCABULARY RELATED TO ANIMALS.				
SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>KNOWLEDGE:</b> recognize vocabulary in oral and written form. <b>PROCEDURAL:</b> Label and name animals correctly. <b>ATTITUDINAL.</b> Respect turns.	Vocabulary related to with animals.	-Show children a big poster and talk about animals. -Play a game: “Battle Ships”. -Point the animals according to the teacher’s instructions. -Draw a picture of their favorite animal and talk about it.	Poster Flash cards Board Marker Cardboard Colored pencils book	Talk about animals and write their names correctly.



**COMUNIDAD EDUCATIVA BILINGÜE CRISTIANA ISRAEL**  
**PRIMARY SECTION**  
**LESSON PLAN N°2**

**1.- INFORMATIVE DATA:**

**AREA:** FOREIGN LANGUAGE

**SUBJECT:** ENGLISH

**TEACHER:** ANGELICA GUAMAN-SANDRA BACUILIMA

**GRADE:** FOURTH

**TITLE:** AMAZING ANIMALS

**DURATION TIME:** TWO HOURS

**2.-OBJECTIVE: STUDENTS WILL BE ABLE TO MAKE SENTENCES USING THE SIMPLE PRESENT AND THE PRESENT CONTINUOUS TENSES TO TALK ABOUT ANIMAL HABITATS.**

<b>SKILLS</b>	<b>CONTENTS</b>	<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<b>KNOWLEDGE:</b> Write sentences using the simple present and present continuous. <b>PROCEDURAL:</b> Description of animal's habitats. <b>ATTITUDINAL.</b> Respect turns in a conversation.	Simple present and Present Continuous.	-Brainstorming about animals that children see on the poster and the animal's habitats. -Play a game "how many words do you know". -Questions and answer about different habitats using simple present and present continuous. -Give students some pieces of paper with different words and ask students to make sentences and classify them according to tense. -Make a project suggested by the book and present it orally.	Poster Flash cards Board Marker Cardboard Colored pencils Book magazine	Students recognize different animal's habitats and make simple sentences using simple present and present continuous tenses.



**COMUNIDAD EDUCATIVA BILINGÜE CRISTIANA ISRAEL  
PRIMARY SECTION  
LESSON PLAN N° 3**

**1.- INFORMATIVE DATA:**

**AREA:** FOREIGN LANGUAGE

**SUBJECT:** ENGLISH

**TEACHER:** ANGELICA GUAMAN-SANDRA BACUILIMA

**GRADE:** FOURTH

**TITLE:** AMAZING ANIMALS

**DURATION TIME:** TWO HOURS

**2.-OBJECTIVE: STUDENTS WILL BE ABLE TO MAKE SENTENCES USING  
ADJECTIVES.**

<b>SKILLS</b>	<b>CONTENTS</b>	<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<b>KNOWLEDGE:</b> Write sentences using adjectives. <b>PROCEDURAL:</b> Description of animals using adjectives. <b>ATTITUDINAL.</b> Respect turns in a conversation.	Adjectives.	-Ask students to bring different animals to class and talk about them. Example: this is my lion. It's big and yellow. -Questions and answers about different animal's characteristics using adjectives. -Play a game "Colored Balloons". -Encourage students to play a game "Word Challenge". -Make a collage with different animal's characteristics.	Board Marker Cardboard Colored pencils Book Practice book Pictures Teddy bears.	Students talk about their favorite animal by using adjectives.



**COMUNIDAD EDUCATIVA BILINGÜE CRISTIANA ISRAEL**  
**PRIMARY SECTION**  
**LESSON PLAN N°4**

**1.- INFORMATIVE DATA:**

**AREA:** FOREIGN LANGUAGE

**SUBJECT:** ENGLISH

**TEACHER:** ANGELICA GUAMAN-SANDRA BACUILIMA

**GRADE:** FOURTH

**TITLE:** AMAZING ANIMALS

**DURATION TIME:** TWO HOURS

**2.-OBJECTIVE: STUDENTS WILL BE ABLE TO MAKE SENTENCES USING COMPARATIVES**

<b>SKILLS</b>	<b>CONTENTS</b>	<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<b>KNOWLEDGE:</b> Write sentences using comparatives. <b>PROCEDURAL:</b> Description of two animals. <b>ATTITUDINAL.</b> Respect turns in a conversation.	Comparatives.	-Draw pictures of animals of different sizes, colors, etc. and ask children to talk about differences. -Play a game “pass the ball”. -Explain children about comparatives such as: bigger than, heavier than, etc. -Play a game “Telephone” with comparatives.	Board Marker Cardboard Colored pencils Book Practice book Pictures ball	Students can compare two animals using comparatives.



**COMUNIDAD EDUCATIVA BILINGÜE CRISTIANA ISRAEL  
PRIMARY SECTION  
LESSON PLAN N°5**

**1.- INFORMATIVE DATA:**

**AREA:** FOREIGN LANGUAGE

**SUBJECT:** ENGLISH

**TEACHER:** ANGELICA GUAMAN-SANDRA BACUILIMA

**GRADE:** FOURTH

**TITLE:** AMAZING ANIMALS

**DURATION TIME:** TWO HOURS

**2.-OBJECTIVE: STUDENTS WILL BE ABLE TO MAKE SENTENCES USING SUPERLATIVES.**

<b>SKILLS</b>	<b>CONTENTS</b>	<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<b>KNOWLEDGE:</b> Write sentences using superlatives. <b>PROCEDURAL:</b> Comparison of three or more animals. <b>ATTITUDINAL.</b> Respect turns in a conversation.	superlatives	-Sing a song. -Show children a photo with three animals of the same kind. -Make different animal masks and encourage children to make comparisons between three or more animals. -Play a game “Who wants to be a millionaire”. -Do activities proposed by the book and practice book.	Board Marker Cardboard Colored pencils Book Practice book Real object Photos CD CD player	Students will make sentences using superlatives.

Finally, children will learn English language through these interactive activities presented in this investigation enthusiastically, and in this way they will develop speaking skills in a motivated way.



## CHAPTER III

### 3. - ELABORATION AND APPLICATION OF INTERACTIVE MATERIAL TO DEVELOP SPEAKING SKILLS FOR A CONSTRUCTIVIST TEACHING- LEARNING PROCESS.

In this chapter, we are going to focus on the methodological strategies which present **fun interactive activities** for children from seven to eight years old at CEBCI School in order to develop their speaking skills. Each activity will be based on Piaget’s constructivism theory.

#### 3.1 DEVELOPING LESSON PLAN ONE

We teach vocabulary about Amazing Animals. Before we begin the first lesson, we sing a song called *ANIMALS*. Then we present a big poster and children begin by remembering some animals that they know. After that, we present new vocabulary. Then when the children are familiarized with the new vocabulary, we play a game called *Battle Ship*.

In this game, children practice vocabulary orally. First, the teacher divides the class in groups of two or three children. Then students choose a name for their ship. Later, teacher asks them to choose the *Captain* and the





gunner. The captain's duty is to memorize his ship's name, so he can reply if somebody calls his ship's name. The gunner's duty is to memorize the names of the ships of their enemies, so he can shoot them by calling their ship's name. The teacher arranges all the captains in a circle, the ships' crews line up behind their captains. The gunner is the last crew member in line. The teacher decides the topic; this vocabulary will be used to defend their ships from the attacks. Every student (except the gunners) must find their own words. The topic can be "ANIMALS". Give the students 1-2 minutes to find as many possible words as they can and memorize them.

Start the game by calling a ship's name; for example the ship name is "TITANIC". The captain of TITANIC must reply with a word from the given topic, for example he says "TIGER" followed by his crews behind him one by one, "GIRAFFE; "SHARK" until it is the gunner's turn and he calls out the name of another ship and the captain of the ship called must reply and his crews must do likewise. No word can be repeated. If the captain is late in replying (more than 2 seconds) or his crew cannot say the words or a word repeated, the ship is sunk, and the crew members join the crew of another ship. The teacher can change the topic for the next round and so on.



In the last round there will be two big groups battling to be the winner.



In this game we apply Piaget's theory of intelligence. The children have already learned vocabulary about animals (**ASSIMILATION**) and when the teacher says the word “Animals”, they start to say animals' names because they internalize the previous vocabulary learned in class (**ACCOMMODATION**). And later, children will be able to use these words in different contexts (**EQUILIBRATION**).



After that, the children point the animals according to the teacher's instructions.



Finally, children make a drawing of their favorite animal to present in front of the class orally. At the end of this lesson, children have to talk about animals and write their names correctly.

This is my favorite  
animal. It's a lion.  
THIS IS MY  
LION



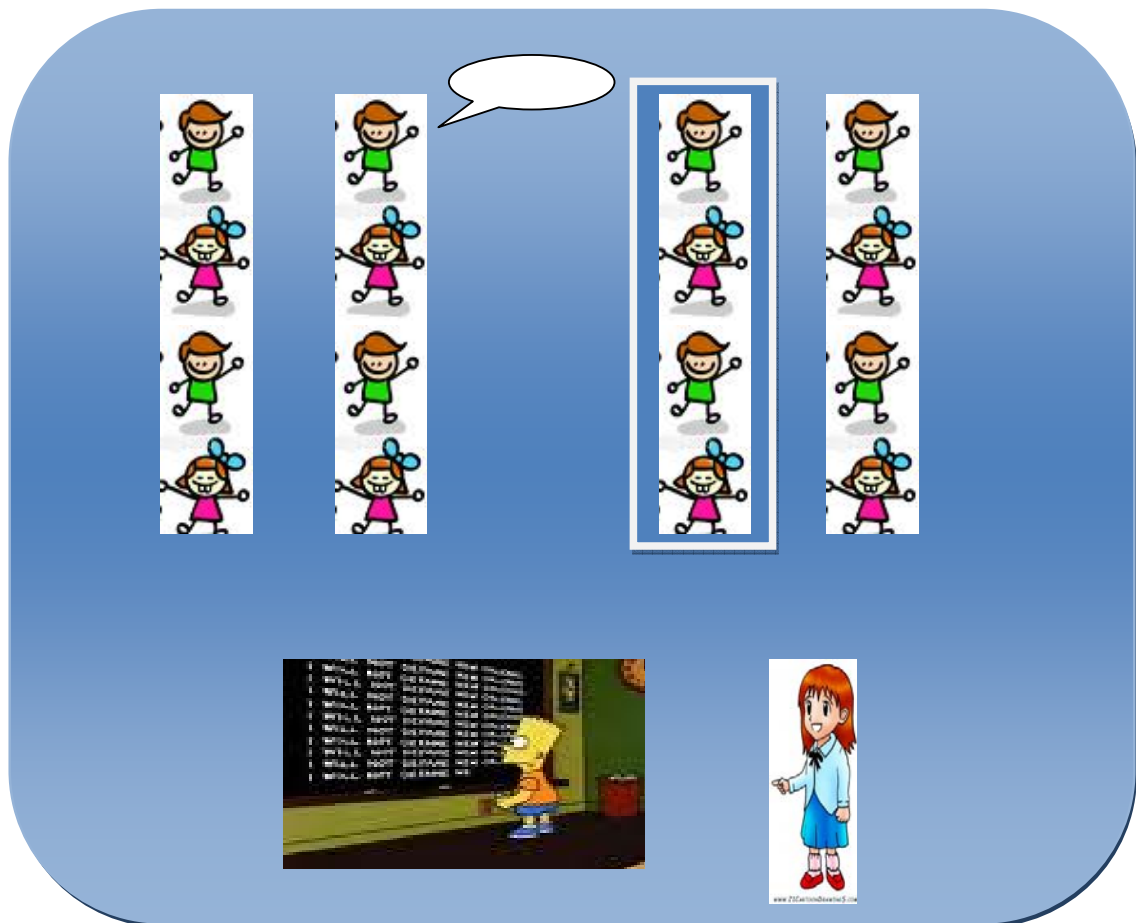


### 3.2 DEVELOPING LESSON PLAN TWO

Before we begin this lesson, we present a brain twister called “**EENY MEENY**”

Then we teach simple present and present continuous. At the beginning of this lesson, we do a brainstorm about animals that the children see on the poster and the animal's habitats. One by one they say what they see. For example: I see a lion sleeping in the grasslands. I see a parrot in the forest. I see a shark in the ocean, etc.

Next, the teacher encourages children to play a game called *How many words do you know?* First, teacher divides the board into four equal vertical sections (columns). Second, the teacher makes four rows of students and so they make a team with every row. Then children choose a team leader to go to the board. Next, leaders write all sentences according to the tense that the teacher says “1, 2, 3, GO!” The team helps the leader by shouting as many sentences as possible, but when the teacher says “10, 9, 8... STOP!” The children are in silence. Finally, the leader reads the sentences that he/she writes on the board and the winner will be the team with the most correct sentences.



According to Piaget's theory, children learn in an active way, in other words, children learn by doing. They have learned vocabulary related to with the animals, habits and habitats (ASSIMILATION AND ACCOMMODATION) and they produce sentences in simple present and present continuous

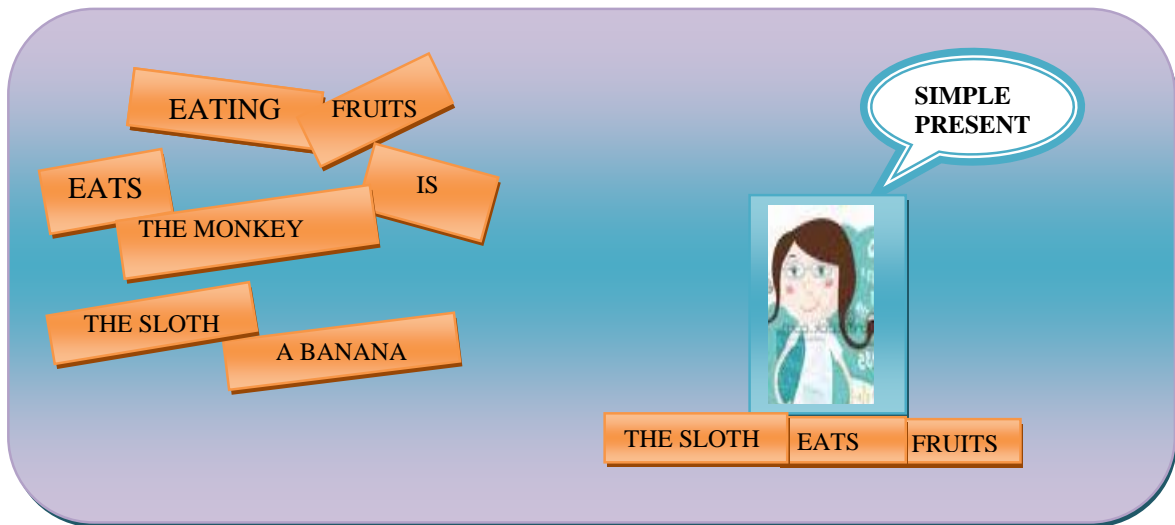


(EQUILIBRATION). This game offers the opportunity to remember the vocabulary and use it in a context according to the teacher's instructions.

After that, teacher asks some questions about different habitats using simple present and present continuous and then the children have to answer them according to the poster. For instance:



Then the teacher gives the children some pieces of paper with different words and asks students to make sentences and classify them according to tense. For example:



An interactive activity diagram for teaching the simple present tense. It features a light purple rounded rectangle background. On the left, several orange rectangular blocks are scattered, containing the words: "EATING", "FRUITS", "EATS", "IS", "THE MONKEY", "THE SLOTH", and "A BANANA". On the right, there is a cartoon illustration of a girl with brown hair and glasses, wearing a green shirt. Above her head is a speech bubble that says "SIMPLE PRESENT". Below the girl, three orange rectangular blocks are arranged horizontally, containing the words: "THE SLOTH", "EATS", and "FRUITS".

Finally, children make a project suggested by the book and present it orally. At the end of the lesson the children will recognize different animal's habitats and make simple sentences using simple present and present continuous tenses.

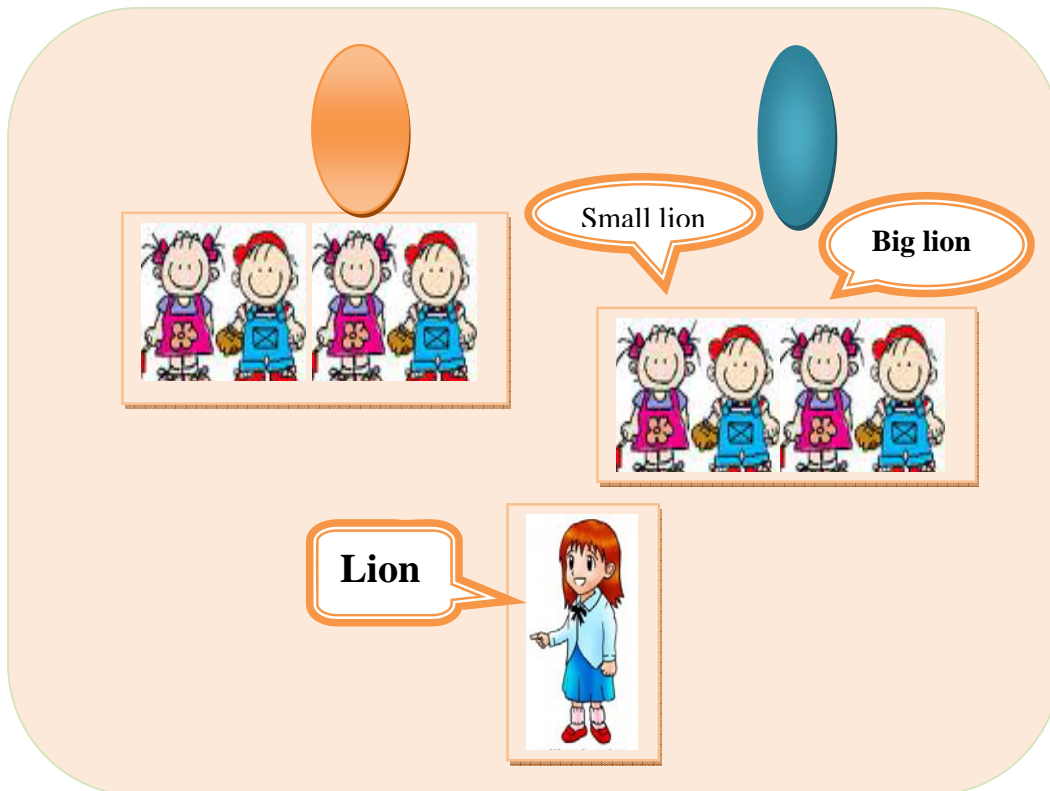


An interactive activity diagram for teaching the simple present tense. It features a light purple rounded rectangle background. On the left, there is a photograph of a polar bear cub. On the right, there is a cartoon illustration of a girl with brown hair and glasses, wearing a green shirt. Above the girl's head is a speech bubble that says "It is a polar bear. It lives in the north polar. Now it is playing." Below the girl, there is a small rectangular block containing the words: "THE SLOTH", "EATS", and "FRUITS".

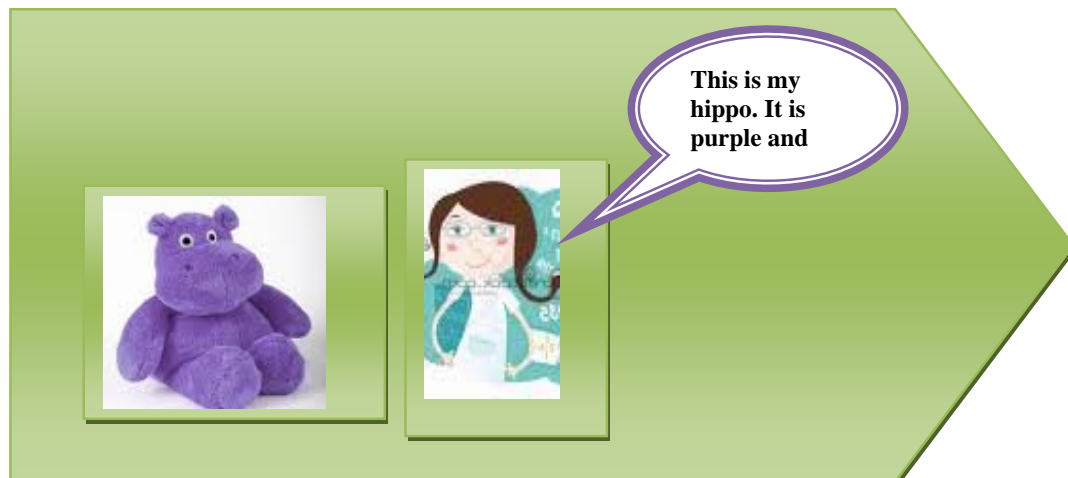
### 3.3 DEVELOPING LESSON PLAN THREE

Teacher encourages the children to play a game called “the colored balloons”.

Teacher makes groups of four students and gives them a balloon. Children hit the balloon and say an adjective for the word animal that the teacher says.



At the beginning of the lesson, the children bring different kind of teddy bears, pictures, toys, etc to talk about.

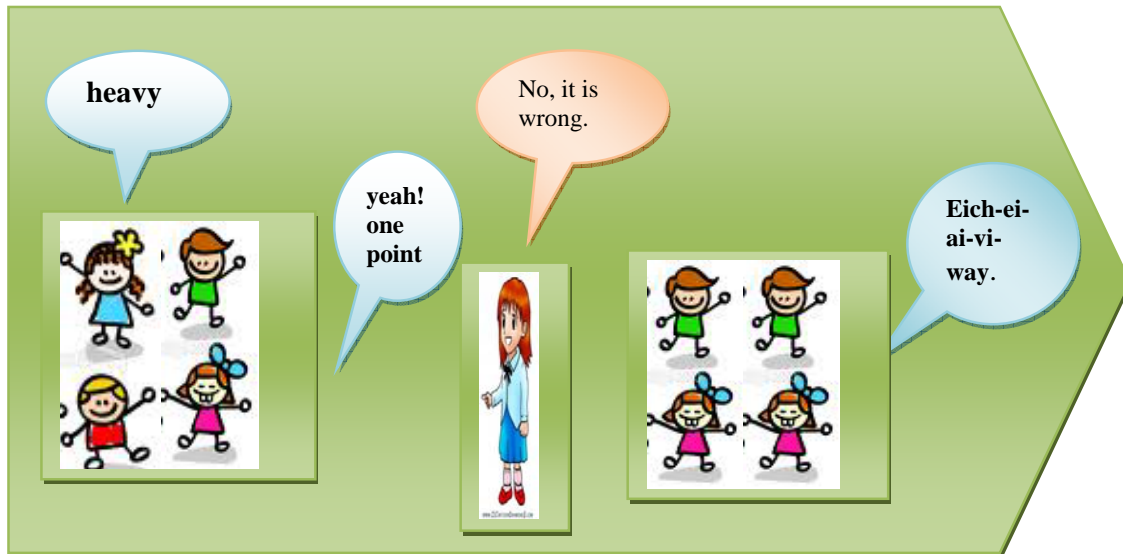




Then the teacher asks some questions about different animals' characteristics and the children answer these questions using adjectives.



Next, the teacher encourages the students to make an activity called *Word Challenge*. In this activity the students make teams of four or five people. One team says a word and the other tries to spell it. If they get it right, their team gets a point, but if they get it wrong, the person who said the word can write it out for a point for their team. One important point is to remember to do a follow-up assignment for words used, such as teaching the class the meanings and having students make sentences with the new word.



In this activity, children already know adjectives and they use previous knowledge to play the game. According to Piaget, they learn actively. When the teacher teaches them about adjectives they internalize the adjectives (EQUILIBRATION AND ACCOMMODATION) and they are able to use these adjectives in a context (EQUILIBRATION).

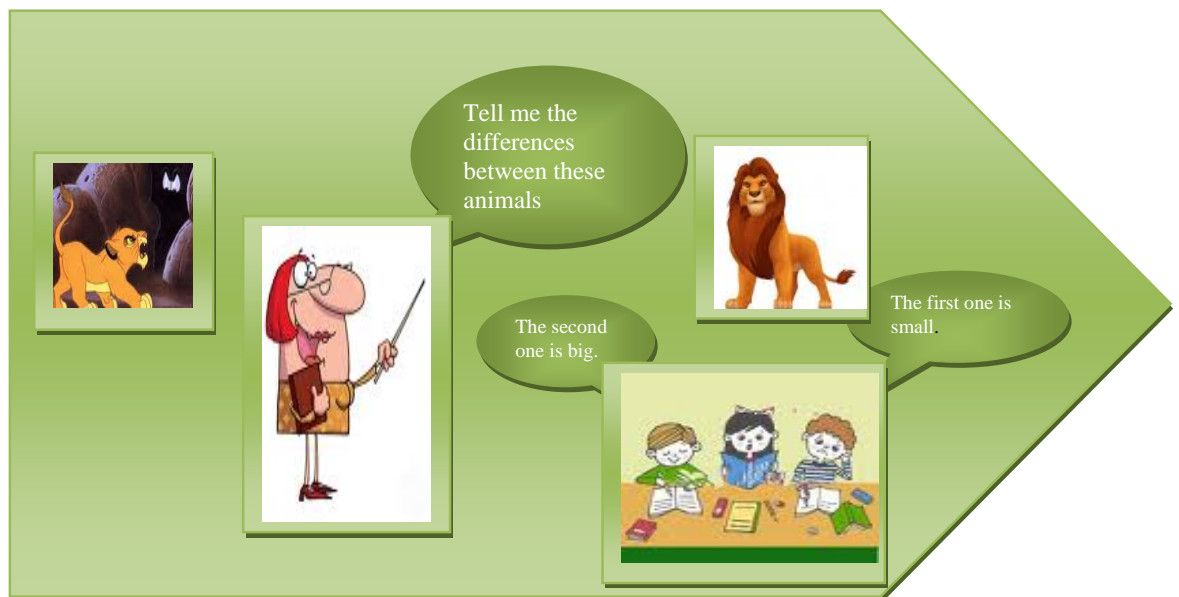
Finally, the children make a collage with different animal characteristics. At the end of the lesson, the children will talk about their favorite animals using the adjectives.





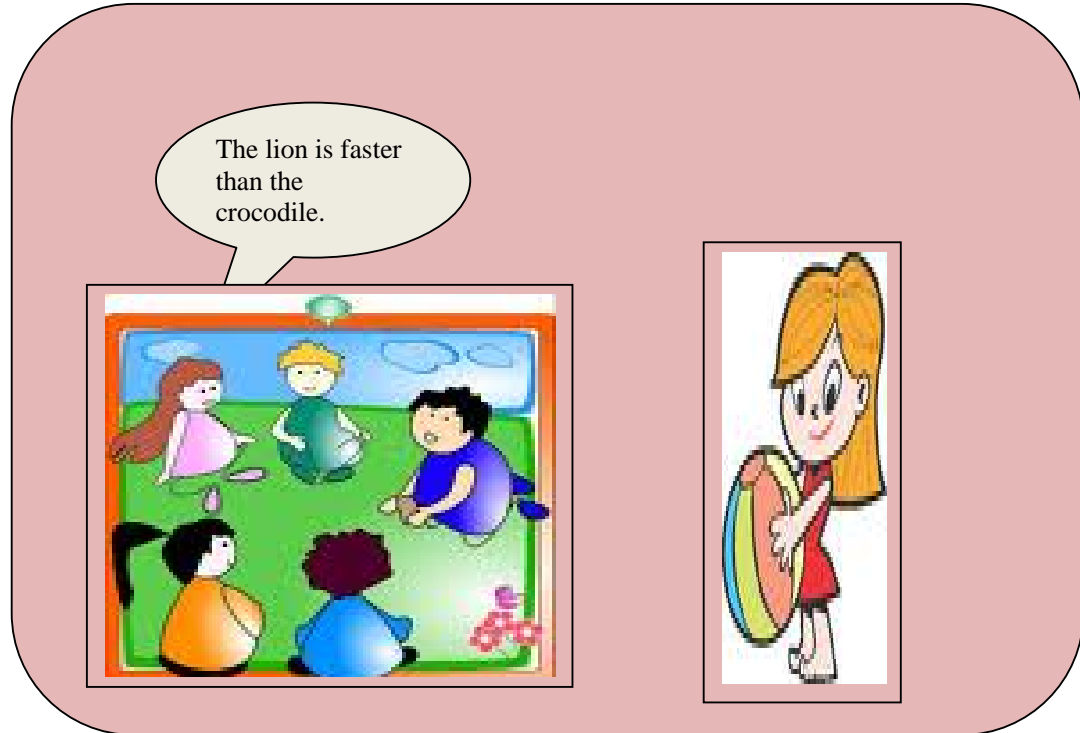
### 3.4 DEVELOPING LESSON PLAN FOUR

First, we start with a warm up called *hangman*. In this activity, the teacher only writes the first and the last letter of a word and the children try to guess which word is it. After that we teach comparatives. The children make sentences using comparatives. Then teacher makes some drawings of animals of different sizes, colors, etc. and then he/she asks students to talk about differences.



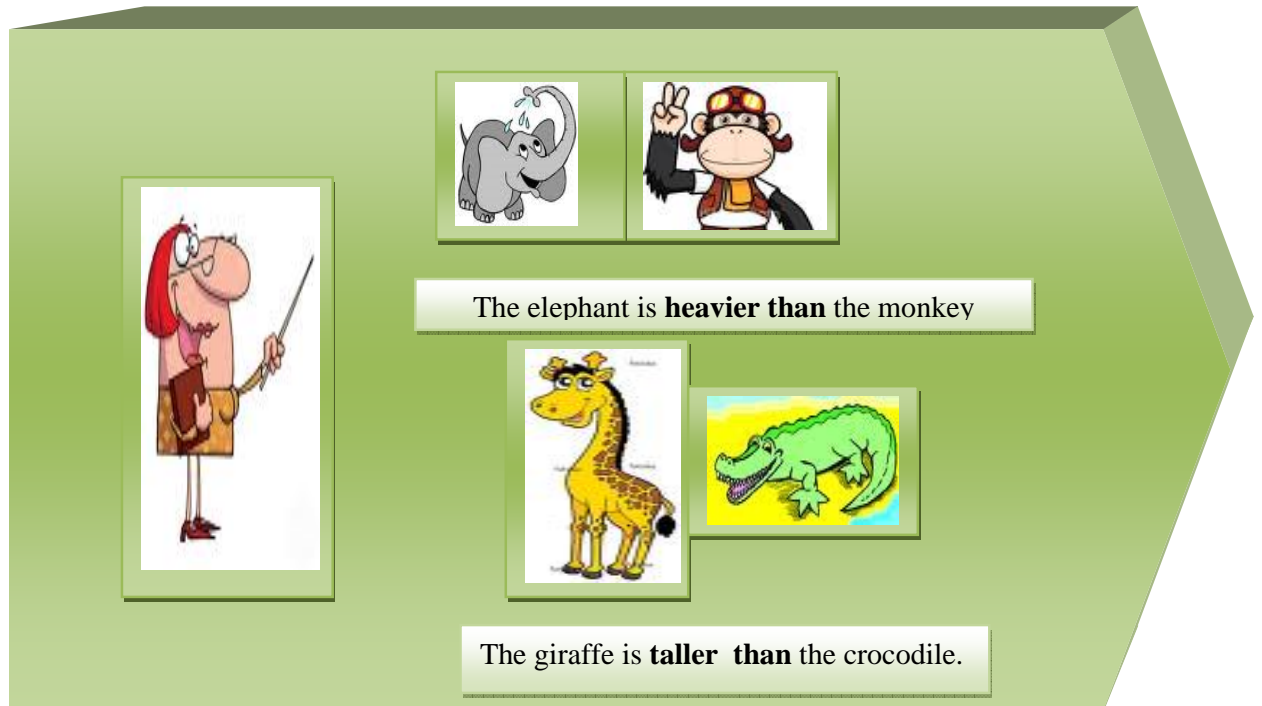
Next, teacher encourages children to use English by playing a game called *Pass the ball*. Children make a big circle and the teacher stays in the middle of the circle. After that the teacher names two animals. Next, children make comparisons between them. Then the teacher throws the ball to a child

and he/she makes a sentence and throws the ball to another child. If the child doesn't make a right sentence he/she leaves the circle. Nobody repeats a sentence that the other child says.



In this activity children use comparatives actively. According to Piaget's theory children have the vocabulary in their minds and when they use these words in context, they are activating their previous knowledge.

After that, the teacher explains to the children about comparatives.



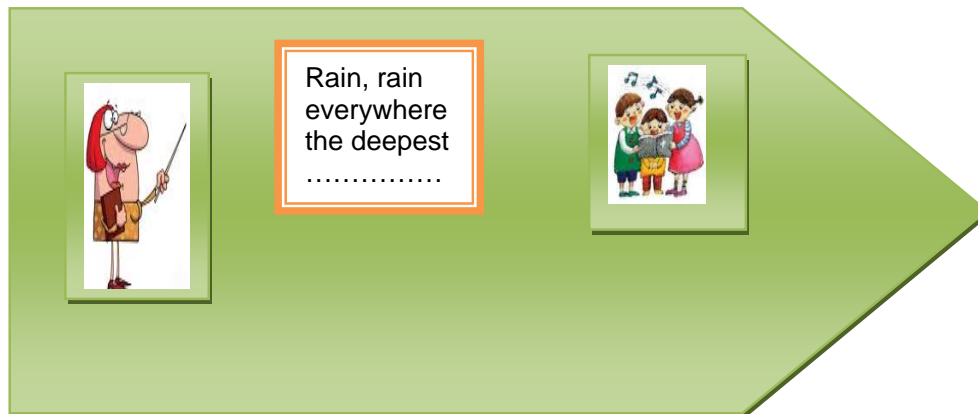
Next, children play a game called *telephone*. First, the children make a circle, and the teacher gives a message to the first child orally. Then he/she whispers the message to the child next to him/her and so on. When the message reaches at the last child, he/she says the message aloud. Finally, the teacher writes the correct message on the board and children compare their message with the teacher's.



At the end of the lesson, the children will compare two animals using comparatives.

### 3.5 DEVELOPING LESSON PLAN FIVE

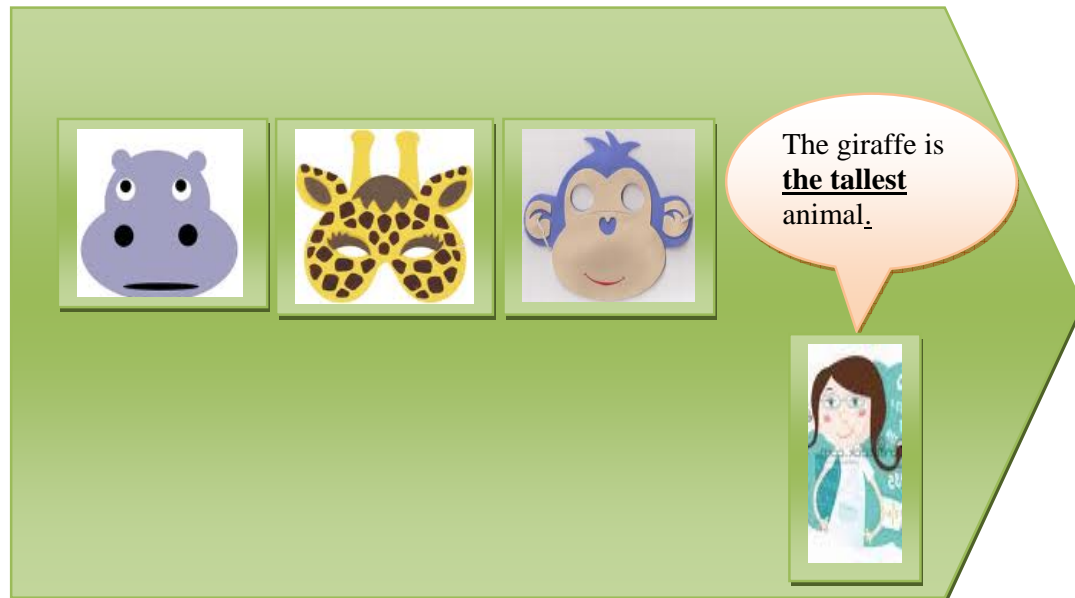
First, the teacher begins this class by singing a song called *rain, rain everywhere*



Then the teacher explains to the children about superlatives, by using some examples.

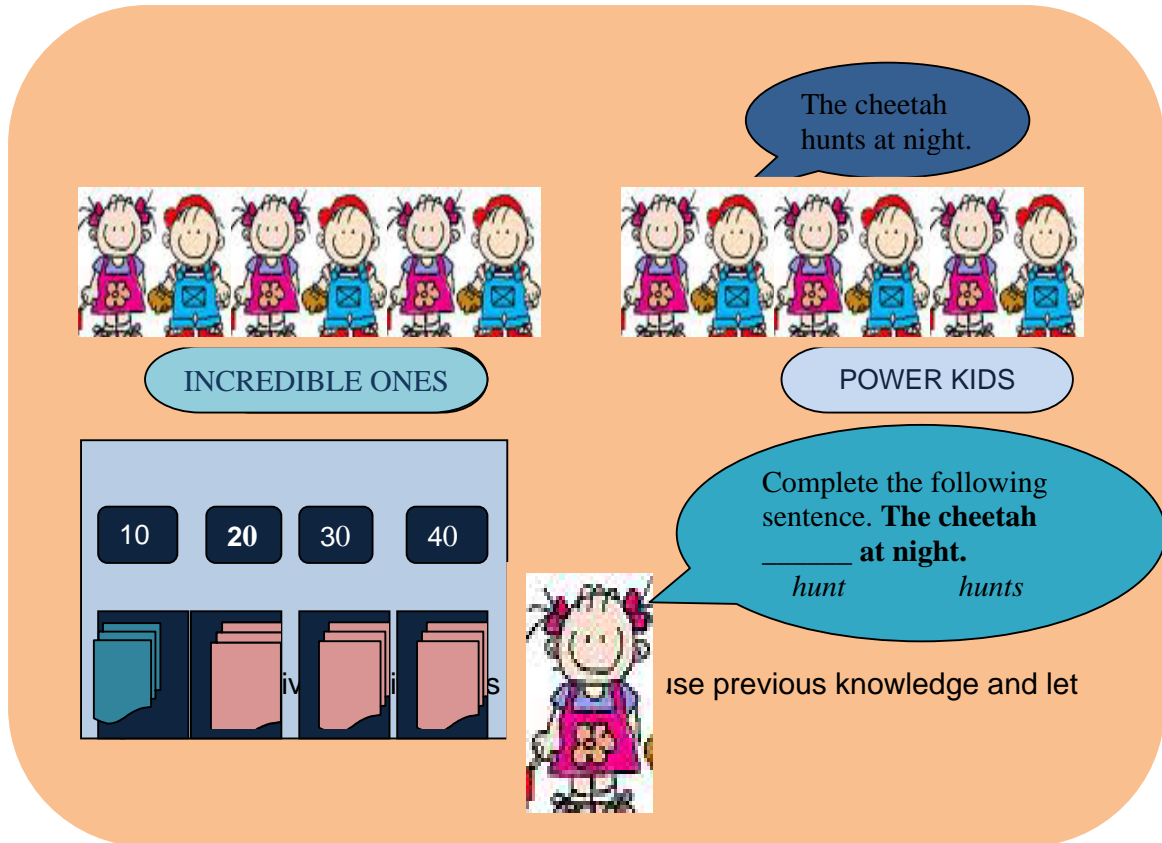


After that, the students make different masks related to animals and the teacher encourages them to make comparisons between three or more animals.



Next, students play a game called *who wants to be a millionaire*. This is a game which students will show their skills, especially speaking skills. First, the teacher chooses a student who leads the game. Second, the teacher divides the class into two big groups and each group chooses a name. Then teacher gives the leader a group of envelopes with different questions which have a value of 10, 20, 30, and 40 points. After that, each group chooses an envelope and the leader asks the question. If the first group answer the question correctly it wins the points, but if they don't answer the question correctly, the other group gets the opportunity to answer the same question. When both groups

finish answering the questions the leader counts the points and the group which has the most points is the winner.



The cheetah  
hunts at night.

INCREDIBLE ONES

POWER KIDS

Complete the following  
sentence. **The cheetah**  
\_\_\_\_\_ **at night.**  
*hunt* *hunts*

Use previous knowledge and let

This interactive activity helps children to use previous knowledge and also it lets them activate their knowledge in a context. Students are able to remember all the things that they have learned through this unit and use different grammatical structures correctly in an active way according to Piaget's theory. Finally, the children will be able to make sentences using superlatives.





## CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

We have proved that teaching English can be fun if the teacher includes interactive activities in her/his class to develop the speaking skills. These interactive activities help children to use previous knowledge and let them activate this knowledge in context.

The children in our investigation developed speaking skills spontaneously without worrying at the moment that they needed to express their feelings in this foreign language.

The children were motivated to participate continuously, and they wanted to go on the English class. And the most wonderful thing about this experience was that the children played and they realized that learning a Foreign Language wasn't difficult or boring.

Finally, we learned interactive activities that teaching English can be more rewarding and less stressful if the class is fun.



## RECOMMENDATIONS

English is fun if we apply interactive activities in our classes. The children will feel motivated because they are learning unconsciously. After finishing this investigation, we recommend the following:

- ☀ Use interactive activities because children will be motivated to learn more day after day.
- ☀ Use interactive activities so the children will express their feelings spontaneously.
- ☀ Use Interactive activities because they will develop speaking skills in a motivated and unconscious way.
- ☀ Apply interactive teaching-learning activities because they are rewarding and the children at this age want to play, and if we use games to teach and learn, it will be rewarding and less stressful for students.



# APPENDIX



## CEBCI SCHOOL LESSON PLANS

COMUNIDAD EDUCATIVA BILINGUE CRISTIANA ISRAEL				
PRIMARY SECTION				
DIDACTIC CLASS PLAN				
1.- INFORMATIVE DATA:				
AREA:	FOREIGN LANGUAGE	TITLE:	Amazing Animals	
SUBJECT:	ENGLISH	DURATION TIME:	1 HOUR	
TEACHER:	ANGÉLICA GUAMÁN			
GRADE:	FOURTH			
OBJECTIVE: Students will be able to recognize vocabulary related with the animals.				
SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Knowledge:</b> Recognize vocabulary in oral and written form. <b>Procedural:</b> Label and name animals in a correct way. <b>ATTITUDINAL:</b> Respect turns.	Vocabulary related with animals.	Show children a big poster and talk about animals. Point and name animals on the poster. Show children flash cards and recognize animals. Draw drawing about favorite animals and talk about them. Do exercises from the book and practice book. (puzzle, unscrambles letters, hidden words, etc)	Poster Flash cards board marker cardboard colored pencils book practice book	Talk about animals. Write name animals correctly.



COMUNIDAD EDUCATIVA BILINGUE CRISTIANA ISRAEL				
PRIMARY SECTION				
DIDACTIC CLASS PLAN				
1.- INFORMATIVE DATA:				
AREA: FOREIGN LANGUAGE		TITLE: Amazing Animals		
SUBJECT: ENGLISH		DURATION TIME: 1 HOUR		
TEACHER: ANGÉLICA GUAMÁN				
GRADE: FOURTH				
OBJECTIVE: Students will be able to make sentences using simple present and present continous about animals and habitats.				
SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Knowledge:</b> Write sentences using simple present and present continuous. <b>Procedural:</b> Description of animal habitats. <b>ATTITUDINAL:</b> Respect turn in a conversation.	Simple present and present continous.	Brainstorming about animals that children see on the poster and the animal habitats. Questions and answers about different habitats using simple present and present continous. - Do exercises proposed by the student book and practice book. -Make a project suggested by the book.	Poster board marker cardboard colored pencils book practice book magazine pencil	Students recognize different animal habitats and make simple sentences using simple present and present continous.

COMUNIDAD EDUCATIVA BILINGUE CRISTIANA ISRAEL				
PRIMARY SECTION				
DIDACTIC CLASS PLAN				
1.- INFORMATIVE DATA:				
AREA:	FOREIGN LANGUAGE		TITLE:	Amazing Animals
SUBJECT:	ENGLISH		DURATION TIME:	1 HOUR
TEACHER:	ANGÉLICA GUAMÁN			
GRADE:	FOURTH			
OBJECTIVE: Students will be able to make sentences using adjectives.				
SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Knowledge:</b> Write sentences using adjectives. <b>Procedural:</b> Description of animals using adjectives. <b>ATTITUDINAL:</b> Respect turn in a conversation.	Adjectives	Ask children to bring class different animals and talk about them. Example: This is my lion. It's big and yellow. -Questions and answers about different animal characteristics using adjectives. -Draw according to the teacher says. .Ex. Draw a big lion. It's yellow and brown, etc. - Do activities suggested by the book and practice book.	board marker cardboard colored pencils book practice book pictures teddy bears pencil	Students can talk about their favorite animals using adjectives.



## COMUNIDAD EDUCATIVA BILINGUE CRISTIANA ISRAEL

### PRIMARY SECTION

### DIDACTIC CLASS PLAN

#### 1.- INFORMATIVE DATA:

AREA:	FOREIGN LANGUAGE	TITLE:	Amazing Animals
SUBJECT:	ENGLISH	DURATION TIME:	1 HOUR
TEACHER:	ANGÉLICA GUAMÁN		
GRADE:	FOURTH		

**OBJECTIVE:** Students will be able to make sentences using comparatives.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Knowledge:</b> Write sentences using comparatives. <b>Procedural:</b> Comparison of two animals. <b>ATTITUDINAL:</b> Respect turn in a conversation.	Comparatives	Draw drawings about two animals of different sizes, colors, etc and ask children to talk about the differences. Explain children about comparatives such as: bigger than, heavier than, etc. Unscrambled sentences using comparatives. exercises suggested by the book and practice book.	board marker cardboard colored pencils book practice book pictures	Students can compare two animals using comparatives.

## COMUNIDAD EDUCATIVA BILINGUE CRISTIANA ISRAEL

### PRIMARY SECTION

### DIDACTIC CLASS PLAN

#### 1.- INFORMATIVE DATA:

AREA:	FOREIGN LANGUAGE	TITLE:	Amazing Animals
SUBJECT:	ENGLISH	DURATION TIME:	1 HOUR
TEACHER:	ANGÉLICA GUAMÁN		
GRADE:	FOURTH		

**OBJECTIVE:** Students will be able to make sentences using superlatives.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Knowledge:</b> Write sentences using superlatives. <b>Procedural:</b> Comparison of three or more animals. <b>ATTITUDINAL:</b> Respect turn in a conversation.	Superlatives	Sing a song. Show children a photo with three animals of the same kind. Ask children to point according to the teacher says. Ex.: Show me the elephant, lion, monkey, etc. And talk about the superlatives using the photos. Ex.: The elephant is the biggest animal of all. Explain children about superlatives. Do activities suggested by the book and practice book.	board marker pencil practice book photos CD player	Students will make simple sentences using superlatives.



## FOURTH GRADE AT CEBCI SCHOOL

### APPLICATION OF SOME INTERACTIVE ACTIVITIES







The children are playing “Battle Ship”







The children are playing “How many words do you



The children are playing “Pass the ball”







The children are playing “Colored balloons”







Cristina is talking about her drawing.



Anahí is talking about her drawing.



Mateo is talking about his drawing.







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